Unit 5: Family and the Movies

Content Area: **World Languages**
Course(s): **Spanish 2 CP, Spanish 2 Honors**
Time Period: **Marking Period 3**
Length: **10 blocks**
Status: **Published**

Transfer Skills

Part 1:

The students will explain family relationships and compare personalities, attitudes and appearance.

Part 2:

The students will discuss movies and preferences, and how they affect you.

The students will give advice and make suggestions.

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Each culture has unique characteristics and values and can be seen through familial relationships.

One can learn about another culture and language and understand its beliefs and customs through art and theater.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

How is the role of family members similar/different in my country and in the Spanish-speaking world?

How are leisure time activities similar and different in the cities of the target language in comparison with cities in my country? What leisure activities are universal?

How do leisure activities/cultural diversions reflect the beliefs and customs of a culture?

Content

Content in Part 1 can be found in Units 7.1 and 7.2 of the Avancemos 2 textbook.

Content in Part 2 can be found in Unit 6.1 of the Avancemos 2 textbook.

Vocabulary:

Part 1: Family and relationships - stepmother, sister-in-law etc. (p.390)

Part 2: Making movies - el actor, la cámara digital etc. (p.310)

Structure:

Part 1: Comparative (p.395) and superlative (p.400); Por and para (p.376)

Part 2: Affirmative tú commands (p.315) and negative tú commands (p.320)

Recall:

Recycled grammar: present, present progressive, preterit and imperfect tenses/DOP/IOP

Part 1: Spanish 1 family and clothing vocabulary; noun-adjective agreement; telling time

Part 2: Present tense (including yo-go verbs - as relates to the tú commands); school subjects; sports

Suggested Readings:

Part 1: Telehistoria escena 1 (p.393) Telehistoria escena 2 (p.398) Telehistoria completa (p.403) Lectura cultural: 'Los padrinos' (p.406) Comparacion cultural: 'Una persona importante para mi' (p.412)

Part 2: Telehistoria escena 1 (p.313) Comparación cultural: 'Festivales internacionales de cine': (p.316) Telehistoria escena 2 (p. 318) Telehistoria completa (p.323) Lectura cultural: 'La casa de los espíritus(p.326)

Skills

Part 1:

Identify more vocabulary for family members

Explain family relationships by analyzing a family tree

Compare and contrast personalities, attitudes and appearance of family members

Use superlatives to describe attributes of family members

Identify the differences in the uses of por and para

Communicate goals, opinions, deadlines etc. using por/para

Part 2:

Identify the forms and uses of affirmative and negative familiar (tú) commands

Make suggestions and tell others what to do and not to do

Use vocabulary related to the movies to say how they affect you

Analyze a movie storyline

Create a mini-screenplay

Resources

Textbook: Avancemos 2

Ancillary Sources: Avancemos 2 website, resource and assessment books, cuaderno, lecturas para todos, audio (CDs, MP3 recordings)

Vocabulary Lists: Family and relationships p.390, Movies and movie-making p.310 in the textbook

Grammar: Comparative and superlative; por and para; affirmative and negative tú commands (& reinforcement of present, present progressive, preterite/imperfect tenses, DOP and IOP)

Google Classroom

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

Scholastic magazines in Spanish *¿Qué Tal?* and *Ahora*

Standards

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.